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Class times: MW 1:30-2:45 PM 523 MacQuarrie Hall  
Office Hours: W 3-5:30; M:2:45-3:30; after class, or by appt.  
FALL 2007

JS118  
THEORIES OF CRIME AND DELINQUENCY

**COURSE DESCRIPTION**

Introduction to criminology, examining demographics and measurement of crime, theories of causation and victimology. In depth study of the transition from deviant to antisocial and finally criminal behavior. Included will be violent crime, sex offences, theft offenses, political and public order crimes. Crime victims and their treatment within the Criminal Justice System will also be studied. Attention will be given to the criminalization and decriminalization process. International issues such as genocide, child mercenaries, sex trafficking and slavery will be reviewed.

**COURSE OBJECTIVES**

At the time of the final students should be able to:

1. Articulate the concerns of criminologists, including the historical timeline From Classical criminology to Conflict criminology.
2. Master measurement techniques including survey research, UCR data, longitudinal research, experimental and observational methods of collecting data.
3. Have an understanding of general crime demographics and limited international demographics.
4. Understand the role of the victim in the criminal dynamic, and the system's evolving treatment of such victims.

5. Master theories of criminality including classical, biologic, psychologic and Sociologic.
6. Develop typologies of violent crime, rape, pedophilia, serial/mass murder, white collar crime and public order crimes.
7. Apply theories of behavior to true crime scenarios.

### **REQUIRED TEXTS**

Siegel, Larry (2006), Criminology, Theories, Patterns, Typologies. MN, West Wadsworth 9<sup>th</sup> edition. Recommended: Study guide for above text.

NOTE: THE AUTHOR HAS TWO EDITIONS OF THIS TEXT, MAKE SURE YOU OBTAIN THE EDITION WITH THE LARGE EYE ON THE COVER.

A second book, chosen by the student, to use as research material for paper on criminal behavior.

### **CLASS REQUIREMENTS**

Three exams will be required: two midterms and a final exam. Additionally, a research paper based on your book, 8 pages in length is required. The exams will cover lectures, videos, guest speakers and text readings. **MISSED EXAMS MAY ONLY BE MADE UP ON THE LAST DAY OF CLASS.** Students are encouraged to read the newspaper and bring in articles of interest to share with the class. This will improve your participation and may lead to a higher overall grade in the class. If you miss a class, find a buddy to share notes with. Do not ask me to supply notes!

### **EVALUATION**

Each exam will be assigned a point value based on a class generated curve. A review sheet will be provided two class periods before the exam.

Midterm # 1	20%	100 pts
Midterm# 2	20%	100 pts
Midterm# 3	25%	100 pts
Paper	35%	100 pts <b>paper outline is mandatory!!!</b>

## **STUDENTS WITH DISABILITIES**

Students with disabilities who need accommodation must register with the Disability Resource Center, document it, and determine the services and accommodation needed for student success. The DRC will contact the instructor with the types of consideration needed. Students must register with the Center during the first three weeks of the semester. Their website is: <http://www.drc.sjsu.edu/>.

## **CHEATING AND PLAGIARISM**

In accordance with University policy, students caught **cheating or plagiarizing will both fail the entire class and be reported to the University Judicial Affairs Officer**. If you are considering a career in the Justice System, be aware that reports of cheating will go on your permanent academic record and thus may be discovered by employer's background investigations. For more information, take the SJSU Library Tutorial at <http://tutorials.sjlibrary.org/plagerism/index.htm>.

## **COURSE SCHEDULE**

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|----------------------|---|
| <b><u>WEEK 1</u></b> | <b>Introduction, class mechanics, announcement of second Book.</b><br>Concepts of crime, law and criminology; penology, Victimology, theory construction. Deviance-antisocial-Criminality transition.<br><b><u>Text Cp. 1</u></b> |
| <b><u>WEEK 2</u></b> | <b>Nature/extent of crime, measurement of offenses, Data collection.</b><br>In class self-report exercise<br><b><u>Text Cp. 2</u></b>   |
| <b><u>WEEK 3</u></b> | <b>Victims and Victimology,</b><br><b><u>Text Cp. 3</u></b>   |

- WEEK 4** Approval of books for research paper  
Choice theory  
Text Cp. 4  
Review for first midterm  
**FIRST MIDTERM MONDAY FEBRUARY 26TH**
- WEEK 5** Trait theory, biosocial, psychological, developmental  
Theory  
Text Cp. 5
- WEEK 6** Social Structure, Social Process Theory  
Text. Cp. 6-7
- WEEK 7** Social Conflict theory, Restorative Justice  
Text Cp. 8
- SPRING BREAK**
- WEEK 8** Review for second Midterm  
**SECOND MIDTERM APRIL 4**
- WEEK 9** CRIME TYPOLOGIES OF VIOLENT CRIME  
Rape, murder, robbery, pedophilia  
Text Cp. 10  
**PAPER OUTLINES DUE!**
- WEEK 10** Continuation of Violent Crime Typologies
- WEEK 11** Property Crime  
Theft, shoplifting, employee theft  
Text Cp. 11  
**RESEARCH PAPERS DUE APRIL 23**
- WEEK 12** White Collar Crime/cyber/organized crime  
Text Cp. 12
- WEEK 13** Public Order Crimes, prostitution, drugs, pornography.  
Text Cp. 13

WEEK 14            **International Crime**  
                         **Class notes**

WEEK 15            **Review for Final Exam**  
                         **Make-up day for missed exams**

**Final Exam**                    **MONDAY DECEMBER 17, 1215-1430**

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**Paper Assignment        8 pages    Application of theory to behavior**

The purpose of this assignment is to read a book, nonfiction, although some fiction may be approved by the instructor and apply theories, concepts, demographics, profiles and typologies to the criminal scenario. Think of yourself as a behavioral criminal profiler, providing explanations for deviant, criminal and sometimes horrific acts. A list of suitable books will be supplied as well as a binder which has book reviews, but it is the students responsibility to choose and find the book. Most are available online, used, at very reasonable prices. This is not a book report, you will be critically evaluating the behavior in the book using our class materials. There are many excellent accounts to choose from, and I will push you towards the more literary choices. The writing is better and usually provides more clues which will aid in your explanation.

FORMAT:

**1. PARTICULARLY RELEVANT THEORIES:**

VICTIM PRECIPITATION

LIFESTYLE

DEVIANT PLACE

ROUTINE ACTIVITIES

CHOICE-RATIONALITY OF CRIME-DETERRENCE

TRAIT-DEVELOPMENTAL ISSUES, FAMILIAL, PSYCHOLOGY

DSM CATEGORIES

ABUSE, FAMILY DYSFUNCTION, REACTION THEORY

CONFLICT THEORY-TERRORIST CRIME/ORGANIZED CRIME

**2. TITLE PAGE MUST CONTAIN A COLOR REPRODUCTION OF THE BOOK COVER.**

3. THEORIES, CONCEPTS, ETC. MUST BE BOLDED!
4. INTRODUCTION: IN A FEW PAGES OUTLINE THE PLOT OF THE BOOK.
4. MOTIVE—WHAT THEORIES CAN EXPLAIN THE BEHAVIOR OF THE PERPETRATORS? AT LEAST 10 THEORIES SHOULD BE EXPLORED. DSM CATEGORIES MUST ALSO BE EXPLORED. (DIAGNOSTIC & STATISTICAL MANUAL OF PSYCHIATRIC ILLNESS)
5. YOU MUST INCLUDE VICTIMOLOGY THEORY.
6. CONCLUSION—TREATMENT BY THE CRJ SYSTEM? JUSTICE FOR THE VICTIM? PUNISHMENT? ULTIMATE OUTCOME.
7. BIBLIOGRAPHY—CITATIONS/SOURCES/SUPPLEMENTAL SOURCES.
8. EXAMPLE OF APPLICATION OF THEORY TO BEHAVIOR:

Truman Capote's In Cold Blood provides an account of Perry Edward Smith, who, along with Richard Hickcock, murdered and robbed a family in Holcomb, Kansas in 1959. (It was also the topic of the 2005 film Capote). Capote's book was the first true-life literary account of an horrendous crime.

Capote's book suggest that Smith committed these crimes primarily as a result of what Miller identifies as **lower class focal concerns**. Smith was a single, white, thirty-one year old lower class male when he and Hickcock murdered the Clutter Family. The main predisposing factor affecting Smith was an unhappy childhood. His alcoholic mother left his father and took Smith and his siblings with her when she went to California to lead a wild life. Smith was six years old at the time, his siblings were teenagers. His mother would have sex with anyone who would buy her a drink. The **emotional abuse** was compounded by the children's responsibility for cleaning up her

Vomit, finding decent clothes and sufficient food. Smith's sister Fern, and his brother Jimmy would later commit suicide as adults. (**Suicide typologies** may be discussed later in the paper).

Committed to an orphanage at the age of seven, Smith was later returned to his Mother at age seven. After several confinements in institutions and children's **detention homes**, he was sent to live with his father. His formal education, and any **chance of a structured childhood** ended in third grade, further disposing him to crime. (discuss juvenile chronic offenders, DSM categories, pre-antisocial behavior). He and his father drifted around the country in a house trailer until Smith was 16 when he joined the merchant Marines. After discharge in 1952 he went to live with his father in Alaska. However, they fought bitterly, and he was thrown out of the house. (**abandonment**).

**Psychodynamic theory** stresses the importance of early childhood experience; bonding with parents, smooth transitions through developmental stages and the impact of traumatic events on the psyche of children experiencing **abuse/neglect**. Smith was a victim of his parent's alcoholism, neglect, and failed attempts to instill positive values and a sense of morality. The impact is underscored by the suicide of the siblings and his later sociopathic violence. Rageful children who are never given a forum in which to express feelings (therapy) often become rageful adults who visit their violence on the community.

A central attractive factor for Smith was his early experience in crime and prison life. After separating from his father, he had no money and no where to go. As a result, he committed a burglary and landed in prison with a 5-10 year sentence. While in prison (**social learning theory** should be explained here), Smith's acts demonstrated the lower class concern for toughness and smartness. During his confinement he bragged of having killed a man in Las Vegas. He claimed to have done it for the hell of it and maintained he had gotten away with it. (**Institutionalization** should be explained here) He made up the story to impress other inmates. Etc. etc.

#### 10. Suggested books:

*Do or Die*, Leon Bing---gangs, LA, excellent

*Eight Ball Chicks*, Ginny Sykes----girl gangsters, excellent  
*A Rip I Heaven*, Cummins---memoir of violent crime survivor  
*Journal of the Dead*, Kersten---best friends go camping and one ends up  
dead—murder, euthanasia? Excellent  
*Every Breath You Take*, Ann Rule—or anything by this author, the primary  
writer in this genre  
*Black Dahlia*, Hodel, cop investigates his father's past crime—excellent  
*Halfway Heaven*, Thernstrom, murder-suicide at Harvard University—  
excellent  
*Lucky*, Sebald—memoir of college sexual assault, excellent  
*Out of Bounds*, Benedict—NBA culture of rape, violence—excellent  
*Black and Blue*, Quindlen, domestic violence-excellent  
*Judgement Ridge*, Lehr, highschool boys murder local professor  
*In Cold Blood*, Capote, groundbreaking study of random murder-excellent  
*Night Stalker*, Carlo, serial murder etc.  
*When a Child Kills*, Mones, parricide—case studies of abused kids.  
*Catch Me If You Can*, con artist, white collar crime, excellent.  
*The Stranger Beside Me*, Rule, Ted Bundy's horrific story, excellent.  
*Fire Lover*, Wambaugh, serial arsonist, excellent; we will view the Video in  
class  
Extended list is in my office.